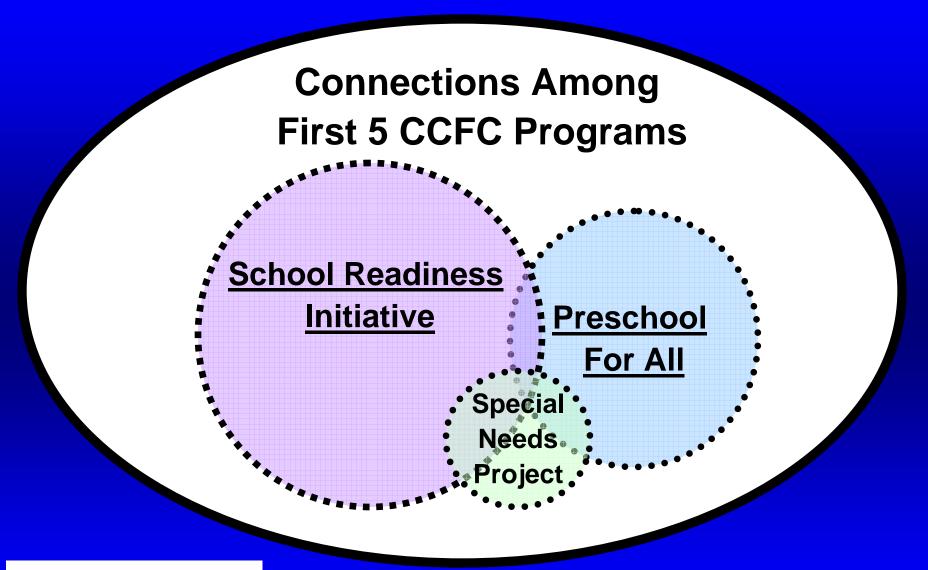
Making Connections: Preschool For All with School Readiness Initiative and Special Needs Project

First 5 CCFC Meeting July 2004







"Connections" AGENDA

- First 5 CCFC Vision
 - * Equity Principles
 - * NEGP School Readiness Definition
- Population Served
- Standards & Criteria
 - * Special Needs Project deliverables
- Evaluation
- Research
- Training & Technical Assistance
- Workforce Development



First 5 CCFC Vision

All young children in the State of California enter school physically and emotionally healthy, learning and ready to achieve their greatest potential.

School Readiness is the overarching goal.



Principles that are the Foundation for ALL Programs:

- Equity Principles
- National Education Goals Panel School Readiness Definition
- Five Essential and Coordinated Elements
 - 1. Early Care and Education (ECE)
 - 2. Parenting and Family Support Services
 - 3. Health and Social Services
 - 4. Schools' Readiness for Children/ School Capacity
 - 5. Program Infrastructure, Administration, and Evaluation



School Readiness (SR) Initiative

To improve the ability of families, schools, and communities to prepare children to enter school ready to succeed.

- All counties are participating; matching funds allocated for a four-year program period
- 207 SR Programs target high-priority communities with comprehensive scope of services for children in school-community
- Almost half of the children in target communities are English language learners



Preschool for All

An important strategy in School Readiness.goal

- PFA serves All Children
- Opportunity for adapting evidence-based practice to better serve: 1) English learners, and 2) children with disabilities and other special needs
- Twelve county commissions are implementing planning projects (\$50,000) to prepare for anticipated PFA Demonstration Project launch in January 2005.
- Alpine, Los Angeles, and San Mateo have already put forth efforts toward implementing PFA.



Special Needs Project

To strengthen the School Readiness Initiative and other First 5 California programs by demonstrating, disseminating, and incorporating effective practices for programs and systems serving young children with disabilities and other special needs and their families.

 RFA available July 2004. Approximately ten demonstration sites will be selected late 2004.



Population Being Served

School Readiness Programs serve all children in communities with high priority schools as measured by Academic Performance Index (API).

These are generally communities with high percentages of low-income families, children who are English language learners and a significant number of children with disabilities and other special needs.

Preschool For All
Demonstration Projects
will begin in these
communities.

Special Needs
Demonstration Sites
will be in selected
School Readiness
Programs.



Standards & Criteria for Services and Screening Based On:

- Evidence-Based Practices
- Promising Practices
- New Research

To Promote:

- Equity Principles
- Continuous Program Improvement
- Dissemination of Information Across Programs



Special Needs Project

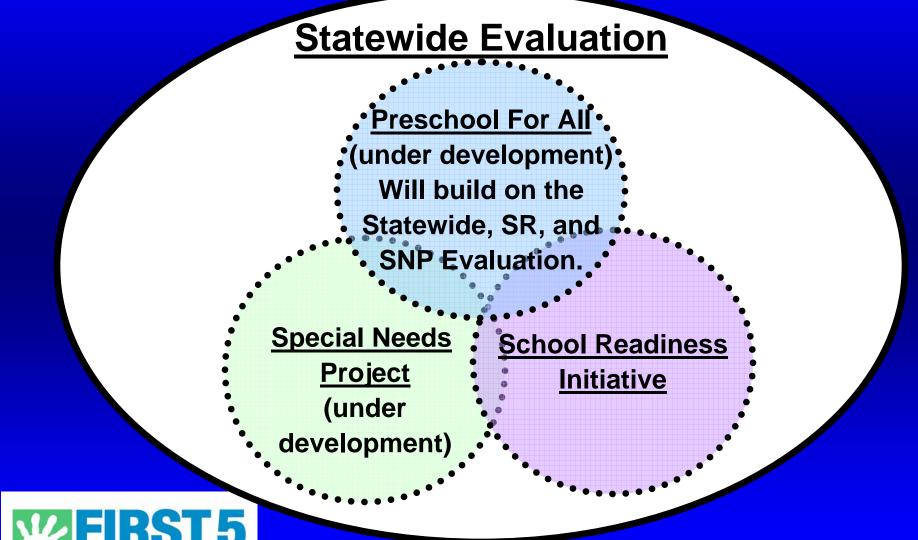
The following products will better inform other First 5 CCFC Programs:

- Definition of disability categories
- Evidence-based screening tools & protocol
 - Assessment & referral protocol
 - Effective community outreach
 - Teacher/Staff training



Preschool For All

School Readiness
Initiative



PFA Proposed Evaluation Questions

- Outcomes
- Process

Data will be disaggregated by age, ethnicity, language, and specific disabilities and other special needs.



PFA OUTCOME QUESTIONS (proposed)

- 1. Are we closing the 'achievement gap' experienced by the diverse populations of California's youngest children? * also SR, SN
- 2. Are children who participate in First 5 PFA programs better prepared to be successful in school? * also SR, SN
- 3. Are more children receiving screening and assessments, provided appropriate services, and effectively included? * also SN
- 4. Are outreach and other efforts effectively including children already identified with disabilities and other special needs?
 *also SN
- 5. Do more teachers have the expertise to include and effectively support:: children who are English learners, and children with disabilities and other special needs? *also SN



SR = School Readiness Initiative

SN = Special Needs Project

PFA PROCESS QUESTIONS (proposed)

- 1. Are quality criteria effectively implemented in PFA programs?
- Which PFA strategies and services most effectively promote positive outcomes for children, particularly children from diverse cultural and linguistic
 - backgrounds, and
 - children with disabilities and other special needs (* also SN)?
- 3. Are parents included in and satisfied with the PFA programs? * also SN



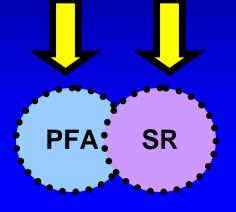
Research

Research Projects approved by the Commission support the School Readiness Initiative, Preschool For All and the Special Needs Project

Workforce Development

Pre-K metaanalysis
of CA
longitudinal
studies

Special Needs (reasons for delayed identification) Longitudinal Studies





Training and Technical Assistance

School Readiness Initiative First 5 CCFC

Including Regional TA,
Statewide conference
and Contracts.

Preschool For All

Special Needs
Project



Special Needs
Project

Demo Site Training Plan

Site Training Curriculum Workforce
Development

Highly qualified & culturally/linguistically diverse.

School Readiness Initiative Preschool For All.

AB 56
addresses
workforce
development



Example of Connections to other First 5 CCFC Programs: Workforce Development

In January 2000 a commitment was made to improve the quality of services for young children by increasing the retention and education of ECE staff through CRI matching funds:

56% participants served children with special needs.







Programs target staff in **School Readiness** Programs.

Can support PFA ECE teacher preparation programs

at colleges.

